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AUTHOR Banks, James A.
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ABSTRACT

Research is reviewed on the effects of materials and other curricular experiences related to race and gender on the perceptions, attitudes, and beliefs of students in kindergarten through grade 12. Research findings are not totally consistent, but the studies reviewed indicate that different kinds of curriculum interventions can help students develop less stereotypic gender-role attitudes. The inconsistent results may have stemmed from varied interventions, student ages, duration of interventions, social settings, and teacher attitudes and behavior. The research reviewed also indicates that students' conceptions of gender-appropriate activities can be modified with curriculum interventions. While the results are, on the whole, encouraging to educators, they do share some problems in that only a few have examined the relationship between attitudes and behavior or the duration of treatment as a variable, and few have been designed to modify the attitudes and behavior of teachers. Implications for research and practice are discussed. (Contains 94 references.) (SLD)

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